

IDENTIFYING MULTICULTURAL VALUES IN STUDENT SPECIAL SERVICES MANAGEMENT

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The purpose of this study is to describe the multicultural values in student special services management at the Public Junior High Schools (SMPN) in Tomohon, North-Sulawesi, Indonesia. This study used a qualitative approach with a multi-site type study with a modified analytical induction design. The focus of this study is to find: (1) multicultural value in library services, (2) multicultural value in guidance counseling services, and (3) multicultural value in student extracurricular services. The results of this study indicate: the behavior that reflected multicultural value first, the profile of students and the ethnic background at schools is influenced by the school environment and local wisdom policies; second, the type and management of special services for multicultural based students emphasizes on aspects of diversity and the needs of each students in general which can help the development of student creativity by prioritizing aspects of peace, equality, democracy, justice, solidarity, togetherness, mutual love, mutual respect, mutual respect and tolerance; third, influential internal factors such as aspects of the principal's leadership, good school governance, and communication between school members, while influential external factors are such as education in the family, social media information flow, and community environment.

Key words: *multicultural value, library services, counseling guidance services, extracurricular services and public junior high school.*

1. INTRODUCTION

Indonesia communities are multiethnic, multi-race, multi-religion, multi inter-groups and multi-social status that differences are accepted and acknowledge according to the official Indonesian motto Unity in Diversity (Bhineka Tunggal Ika) as a multicultural nation. Multicultural here is not seen as a lot of cultures but more as a view of a person or group of people who refer to the diversity or cultural diversity of a person or group and curiosity about other ethnic cultures (Huda, 2010). So, it can be said that multicultural as "glue" between cultures where there is no high culture and low culture, all cultures are equal or in other words, multicultural means an attitude to respect, accept and acknowledge. According to the word of multicultural, it contains two words that can be separated culture and value. Culture is the skills, ideas, and behaviors that cover the symbolic features of social life (Gündüz et al, 2019). On the other hand, value is a standard to measuring what is valuable like good or bad, beautiful or ugly, useful or not and what the people

want in life (Sedyawati, 2007). So, in this context multicultural, culture and value is an inseparable unit.

According to current situation preservation or reinterpretation of multicultural value is very important to do because there are threats like conflict (ethnicity, religion, race, and minors groups), narrow fanaticism, radicalism and even terrorism (Sonhadji, 2003). Furthermore, the Center for Islamic Studies and Society (PPIM), State Islamic University (UIN) Syarif Hidayatullah Jakarta finding about diversity and understanding of religion in the 2017 to the Z generation (1994-2014) reflected that 33,34% intolerant to a minority, not a problem and 50,89% learn religion from social media which give a free interpretation to each people. On the other hand, The Wahid Institute identified 147 negative and positive practices related to religion and belief in Indonesia in 2015. Seeing that phenomenon, the meaning and understanding of multiculturalism are an urgent need, we can't finish it through religion or security approach, the most relevant solution is applied in education, habituation and role model from a small community up to the big community (Supriyanto, 2016). Some research results by Hermino (2017); Mayes et al (2016); Pekerti & Thomas (2016) argue that the implementation of multicultural education is expected to be an alternative solution to socio-cultural conflicts that occur in social life. This is in line with what was stated also by Hermino (2013); Huda (2010); Supriyanto (2016), argues that multicultural education is used as a strategy in transforming knowledge and values that help students to produce a society that is moral, socially just and open with differences while forming the character of each student. In other words, multicultural education is respects differences as a form of awareness about cultural diversity that includes the social system, culture, language, religion, and traditions of its people.

In the Indonesia context, the group of the student has a fixed class for a school year; they're not allowed to move other classes, so the students are only familiar with their classmates, not with all schoolmates. So we think that student special services are very important to explain multicultural value because the student environment in school becomes abroad not just in the classroom, student special services also important activities in schools that provide opportunities for students to express, develop talents and potential and build relationships with others. In brief, student special services can't be separated from the learning process itself to helping, facilitating and expediting the learning process. To the student, student special services have a positive impact on academic achievement, social and emotional life of students, if related to multicultural education of course students are expected to be more mature to accept each other and respect forms of diversity in schools (Zulkarnain, 2016). Therefore, the school doesn't apply the dominant education system and primordialism, the school should be open with cultural diversity, the teacher should be more creative in managing their cultural background, local culture and the student culture in integrating multicultural value.

In other hand, associated with multicultural values the application of student special services management is very important in helping students to facilitate in learning activities while multicultural interaction is as reference in behaving to respect diversity that does not act arbitrarily towards others, also be one of the real solutions in reducing conflicts and problems that have occurred so far. This research is expected to have an impact on students to be smart and clever, it means that they are intelligent in mastering knowledge as well as being smart in multicultural behavior such as democratic, humanist and pluralist

The object of research is in Tomohon City, North Sulawesi. Reason, why we choose this small city because this city has a local policy as a way of life that is: 1) Si Tou Timou Tumou Tou (ST4) which means humans live to humanize other humans, in other words, there is a calling and moral responsibility to help each other without expecting rewards, 2) Mapalus is cooperation as a life activity that is realized through helping activities to help in all fields, and 3) Torsamba or

Torang Samua Basudara, we are brotherhood without discrimination (Wullur, 2009). The way of life is interpreted and given attention by all society to reflect multicultural attitudes.

The object research of each school have their own personal characteristic and cultural background. The different characteristic can be seen from aspect of physical, achievement, emotional, social, language, talent and skills and behavior (Dirman & Juarsih, 2014) then cultural background can be seen from ethnicity, religion, race and social class differences are traced based on work and income of parents (Clare & Chen, 2018).

2. METHOD

2.1 Type and Research Approach

This study is qualitative with a multisite study approach with a modified analytical induction design, which looks at the conditions in subjects who have similar characteristics to be studied and produce theories that can be generalized substantially (Ulfatin, 2015). The qualitative approach is a useful way to describe teacher's views to teaching ethnically and culturally diverse student. Thus to get the meaning of a qualitative study, data collection is done repeatedly, analyzed and used to modify temporary theories (Gay, 1987; Grant, 2007). So in this research, researcher as a key instrument so researchers try to interact and adapt to the school environment naturally.

The objects of this research are Public Junior High Schools (SMPN) in Tomohon: SMPN 1, SMPN 3 and SMPN 4, they have the same cultural background, and most of the students come from indigenous ethnic groups, Minahasa. Site selection was based on the geographical consideration located, the first school in the middle of the city, the second school in the southern part of the city and the third school in the western part of the city, other than that the student characteristics and cultural characteristics different too. There are differences in the geographical location, indirectly affect the conditions of multicultural diversity and multicultural interaction at the school. The difference in the number of students at SMPN 1 is more than the number of students at SMPN 3 and SMPN 4. Judging from the number of students at each site, of course, bring different student backgrounds such as age groups and differences in the characteristics of each student. Different parental backgrounds between SMPN 1, SMPN 3 and SMPN 4 include religion/beliefs, ethnicity, occupation and of course parents' income that will greatly determine the effectiveness and efficiency in implementing student special services based multicultural. Hence, the public junior high school in Tomohon was considered appropriate as the site of the research based on the schools unique characteristics. The student's special services of this study are (1) library services, (2) Guidance counseling services, and (3) extracurricular services. Table 1 shows the different multicultural background and multicultural behavior that appeared in the school.

Table 1. Multicultural Background and Multicultural Behaviors at the School

Multicultural Background	SMPN 1 (Site 1)	SMPN 3(Site 2)	SMPN 4 (Site 3)
1. Religion/Beliefs	Cristian is the majority, then Catholic, Muslim and other beliefs	Cristian is the majority, then Catholic, Muslim and other beliefs	Catholic is the majority, then Christian, Muslim and other beliefs
2. Ethnicity/Origin	Beside Minahasa, the most ethnic come from Poso, Java, Papua, Ambon, Makasar, Medan, Kalimantan and other	Beside Minahasa, thr most ethnic come from Poso, Java, Makasar, Gorontalo, Ambon, Bali ad other	Beside Minahasa, the most of ethnic come from Gorontalo, Ternate, Makassar, Java, Kalimantan and others.
3. Characteristics	Physical, achievements, talents / skills	achievements, emotions, behavior aspects.	social, language,
4. Parents Occupation	The majority of parents work as civil servants then by self-employees, entrepreneurs, farmers, military / police, priests and others. The most parents income under five billion rupiah	The majority of parents works as self-employment, then civil servants, farmers, private employees, medical personnel, priests, military / police and others. The most parents income under two billion rupiah	The majority of parents work as farmers, then private employed, civil servants, self-employee, and others. Whereas the most parents' income under one billion rupiah
Multicultural Behavior	1.Implementation of Worship	of Each religion is given a schedule to become a worship leader in the morning, and there is a monthly worship that is held separately in accordance with the existing religion.	Each religion is given a schedule to be a worship leader in the morning worship in accordance with the teachings of the religion
	2.Implementation of Learning	of -During the lesson, the Muslim can temporarily leave the classroom to pray On Friday, where Muslims must pray at the mosque, the school will give an	

	exception for then to return home first, this also applies to students who are Adventist Christian on Saturday.
3.Way to using the uniform	There is no discrimination for Muslim students who wear veil, and the color of the veil must be in accordance with school rules. Muslim students will wear the veil upon entering the month of Ramadan /fasting, but does not get objections from the school, these students can still get along naturally without any discrimination.
4.The Dialect	Each ethnic group has a specific/unique dialect but is accepted and can get along naturally.

The informants chosen in this research were principals, selected teachers, students, and parents as human source and non-human source like (1) school locations, (2) school plans, (3) school vision and mission and (4) the data of teachers, students and staff, (5) multicultural background at the school, (6) the type of student special service and its management; and (7) the SWOT's analysis. The researcher acts as the main instrument, where he can maximize all of his senses to observe and understand all events that occur. In this study the data was collected by the researcher himself personally using field notes, as well as by utilizing existing information and communication technology. In addition to utilizing this to obtain comprehensive and relevant data with a focus in this study, the data collection techniques that can be used are (1) in-depth interviews, (2) participant observation and, (3) studies documentation).

To triangulate the finding a variety of data collected like transcript interview, a narrative story from participants, the interaction between school personnel and the document such as the teachers, the students, parents' background, activity program, facilities, and infrastructure. Data analysis techniques are used through two stages, (1) a single site analysis that is carried out by data collection, data condensation, data display and conclusion: drawing/verifying (Milles, Huberman & Saldana, 2014), and (2) cross-site analysis conducted with the findings on the first site formulated into several findings then tested on the second site, then the temporary findings were compared with the third site, and the findings were combined their similarities and compared the differences to be further formulated into a new theory.

3. FINDINGS

In the present research, the purpose of which is identifying the multicultural values in library service, guidance counseling service, and extracurricular service by seeing the function of management to student special services. The findings obtained on the first site (SMPN 1 Tomohon), when compared with the findings on the second site (SMPN 3 Tomohon) and the third site (SMPN 4 Tomohon) and then sought similarities or uniqueness that appears on each site.

The student profiles in each research location indicate the existence of multicultural diversity like ethnicity, religion, characteristics, social group and other differences like the dominant gender, range age, parents occupation, and parents' income.

3.1 Library Services Management

Findings for the first purpose of the study are the library services in Public Junior High School in Tomohon are compared, similarities and uniqueness are found as follows are put forward in Table 2.

Table 2. Similarity and Uniqueness of Library Services Based Multicultural

Aspect of Management	Site 1	Site 2	Site 3
1. Planning	-Arranged every school year by involving all teachers, the product of this are long-term and short-term programs based on vision, mission and characteristic and cultural background by giving equal opportunities to all.	- Arranged every school year by involving all teachers, the product of this is long and short-term programs based on previous years services that provide equal opportunities without discrimination.	- All teachers are involved in the process of preparing programs that include long and short-term activities. - The activity produced is to provide equal opportunities for each without discrimination.
2. Organizing	-Managed by librarian. -Types of service is open-access, the length of borrowing is 1 week for all library material, maximum loan 2 books for each, no fines for the book that late returned but if lost must be replaced with a new one or similar book -Library rules apply to all without any exception.	- Managed by teacher who still have teaching hours and assisted by honorarium employee. - Types of services is open-access, the length of borrowing is 4 day for thin book and 1 week for thick book, no fines for the book that late returned but still have warning and punishment. - Library rules apply to all without any exception.	- Managed by 1 teacher who still has teaching hours. - Types of services is open-access, the length of borrowing a book is 1 week, no fines for the book that late returned but if lost must be replaced with a new one or similar book. - The rules apply equally to all school personnel without any exception.
3. Actuating	-Open-access services, every visitor have an option to choose library material by him at once to teach sense of responsibility and honesty to keep the library material.	- Open-access services, every visitor have an option to choose library material by him at once to teach sense of responsibility and honesty to keep the library material, also helps the lack of librarians - If the librarian manager has to teach, library will close but t when someone needs library services he can borrow the key with some rules.	- Open-access services, every visitor have an option to choose library material by him at once to teach sense of responsibility and honesty to keep the library material. - If librarian has to teach she will let the library open, because the student there can be trusted at once it a must for effectively and efficiency services.

4. Controlling	<ul style="list-style-type: none"> -Routine report from librarian. -Direct visit from principal without inform to get actual situation, sometimes he help librarian to arrange the book, chair and table or just discussion. -Every oral advice from all visitor will be considered for service improvement. 	<ul style="list-style-type: none"> - Beside routine report, the principal will take time to visit, usually in relaxed situation. - Have a “suggest book” for every visitor, so all the opinion, suggestion and speech will get concern for the development of services. 	<ul style="list-style-type: none"> - Routine report from librarian. - Principal will taking time to help librarian. - The visitor can write about the weakness of services for improvement.
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As presented in Table 2, The multicultural value in planning and organizing process is equality, we can see it in the planning process has involved all teachers regardless of position, it means everyone from the different ethnic and religion can describe for the development of the library services, while on the organizing process both of library materials (print and non-print) and circulation services apply equally to each visitor. We can see democracy value in the actuating process it implies on open-access services, every visitor can choose directly the library material, at once this kind of library services teach a sense of belonging and responsibility. In controlling services, very visible the loving each other as multicultural value, because the principal doesn't behave as a principal but more to a friend, he doesn't hesitate to help the librarian to arrange library material other than that every visitor can freely express advice, idea or suggestion for services improvement. So from the library service, we can draw conclusion equality, democracy and loving each other as multicultural value.

3.2 Guidance Counseling Services Management

Findings for the second purpose of the study are the guidance counseling services in Public Junior High School in Tomohon are compared, similarities and uniqueness are found as follows.

Table 3. The Similarity and Uniqueness of Guidance Counseling Services Based Multicultural

Aspect of Management	Site 1	Site 2	Site 3
1. Planning	<ul style="list-style-type: none"> - Annual and semester program are arrange involved all teacher and monthly into daily program by school counselor consider to characteristic and cultural background of the student. 	<ul style="list-style-type: none"> - Arrange program into annual, semester, monthly, weekly to daily by involving all teacher by considering to characteristic and cultural background of the student. 	<ul style="list-style-type: none"> - Arrange program into semester and annual program by involving all teachers and monthly to daily by school counselor.
2. Organizing	<ul style="list-style-type: none"> - School counselor is a teacher who has ability and responsibility. - Has her own method to 	<ul style="list-style-type: none"> - The school counselor is principal and vice-principal for students' field. - Method to cover the student 	<ul style="list-style-type: none"> - School counselor is a teacher who has experienced. - There is a special

	<p>cover the student who have personal constraints (shy or lack of confidence) is informs the cellphone number posted on the door at counseling room.</p> <ul style="list-style-type: none"> - Do not have the fixed method to solve the problem but prioritize what the religion, ethnic and the character of the student. 	<p>with personal straight is adaption with situation, this method to speed up problem-solving.</p> <ul style="list-style-type: none"> - The problem-solving process are varies according to the type of problem and the personal characteristics and culture of students. 	<p>books to cover the student with personal straight, the student can inform what they problem by writing in book.</p> <ul style="list-style-type: none"> - The process of solving problems varies according to the identification, type of problem, student characteristics, and cultural background.
3. Actuating	<ul style="list-style-type: none"> -The guidance and counseling held in special room but rather open so doesn't guaranteed the privacy of the students. -Providing guidance teachers based on similarity of beliefs and cultural background, with assumption students can be more openly in expressing, and the teacher has their own method to solve the problem without interference by school counselor. 	<ul style="list-style-type: none"> - Guidance and counseling are held in a special room that is rather closed in order to keep student privacy. - Providing guidance teacher whose firm and discipline, the teacher has own method to solve the problem until completely finished. 	<ul style="list-style-type: none"> - The guidance and counseling held in the room that is rather closed in order to keep student privacy with different method to solve the problem based on characteristic of the student and the type of problem, but before starting the guidance or counseling the school counselor will ask students to pray according to his religion
4. Controlling	<ul style="list-style-type: none"> - Beside routine report, the principal becomes the direct controller, if there are difficulties, the solution will be found together. 	<ul style="list-style-type: none"> - Besides routine reports, the principal as a school counselor will discuss the services to all teachers that mean the principle emphasizes the transparency of the services. 	<ul style="list-style-type: none"> - Beside routine report, the school counselor will discuss the services with the principal about obstacles and difficulties faced by prioritizing mutual trust and mutual respect.

As presented in Table 3, the multicultural value that appeared in the planning process is equality and diversity. We can say equality because all the teacher is involved to arrange the annual to semester program, it means every teacher with a different character, ethnic and beliefs participate such thoughts are useful for the development of this service. The diversity appears in the product of

these services that arrange by the school counselor. This product prioritizes the student background like ethnicity, religion and beliefs, financing ability, and of course the student character itself. So, in the actuating process, the school counselor will review this difference, in the end, the services will be provided based on this diversity. In organizing process respect each other is dominant, it can be seen from the method that developed the school counselor, they don't let the student that have own personal constraints not get guidance and counseling services. Tolerance value appears from the actuating process. Generally, the students got guidance counseling services are the problematic student. So first, guidance and counseling services are held in a special room aim to give comfort and to guarantee student privacy because directly related to the psychology and development of the student. Second, when the school counselor can't finish the problem of student they will choose a tutor for a student, usually based on similarity ethnic, religion and beliefs or origin, and the last the school counselor believe the power of the pray so before doing the services they will start with pray. The controlling process, the dominant multicultural value is loving each other, we say that because the controlling activity not as an inspection but more as sharing between a school counselor and the principal so the problem is faced by the school counselor shared with the principal to find out the solution. From the guidance counseling services the dominant multicultural value is equality, diversity, respect each other, tolerance and loving each other.

3.3 Student Extracurricular services

Findings for the third purpose of the study are the student extracurricular services in Public Junior High School in Tomohon are compared, similarities and uniqueness are found as follows.

Table 4. The Similarity and Uniqueness of Student Extracurricular Services Based Multicultural

No.	Aspect of Management	Site 1	Site 2	Site 3
1.	Planning	<ul style="list-style-type: none"> - Recruitment of member are doing fairly, the students free to choose what they want according to their skill, talent and passion. - To arrange the program, each extracurricular coordinator has a joint discussion with prioritize equality principle for each extracurricular. 	<ul style="list-style-type: none"> -Students are free to choose the type of extracurricular according to the registration form. For extracurricular music and arts is choose by selecting skills and talents students. -To the arrange the annual program involved school principal and extracurricular coordinator with mutual help, understanding to avoid the occurrence of concurrent activities. 	<ul style="list-style-type: none"> - Recruitment of members is based on registration forms, distribution of brochures and questionnaires. For dance and music arts selection is held which prioritizes the body's posture, talents and skills. - To arrange activities are prepared by prioritizing the principle of equality carried out with dialogue, mutual assistance, mutual understanding to avoid colliding activities by extracurricular coordinator.

2. Organizing	<ul style="list-style-type: none"> - Every student is required to follow at least two type of extracurricular. - To arrange extracurricular that have many members will be formed by prioritizing equality, each students are into groups without seeing the grade and cultural background. 	<ul style="list-style-type: none"> - Every student is required to follow at least two extracurricular and sport is a must beside music and arts. - Sports extracurricular that have many members will be grouping based on similarity of potential the grade and cultural background 	<ul style="list-style-type: none"> - Every student is required to take a scout as an extracurricular mandatory besides that there is two extracurricular selection. - There are grouping for extracurricular that have many member based equality principle.
3. Actuating	<ul style="list-style-type: none"> - Different methods of learning, the teacher actively engage students. - Muslim students are given the opportunity to pray while extracurricular activities going on. On Friday they given opportunity to return home early to worship, while for Christian Adventism is given opportunity on Saturday. - Mutual understanding for the implementation of extracurricular activities that are prepared to participate in competitions or events by reducing the schedule and time allocation of other extracurricular activities. 	<ul style="list-style-type: none"> - Involving students actively in learning activities. - Muslim students are given time to pray during extracurricular activities, on Friday they are given an opportunity to returning home first and on Saturday, Adventist Christian students are given the same opportunity as well as reasons for worship. - Prioritize extracurricular that is prepared for competition by reducing the schedule of the other extracurricular. 	<ul style="list-style-type: none"> - The learning methods provided are generally diverse, such lectures, question and answer, discussion and game activities that involve the activity of students. - Muslim students are allowed to pray when extracurricular activities take place temporarily. Whereas on Friday the opportunity was given to go home first and for Adventist Christian students on Saturday for reasons of worship. - Mutual understanding for extracurricular activities to participate in competitions by reducing the training schedule and time allocation with the assumption that each extracurricular will have the opportunity to be prepared for the competition or event.
4. Controlling	<ul style="list-style-type: none"> - There are differences in abilities and characteristics of students in extracurricular 	<ul style="list-style-type: none"> - Controlling the participation and participation of students is done objectively based on differences in 	<ul style="list-style-type: none"> - There are differences in student characteristics, therefore controlling partitioning and student participation is done

<p>activities. The evaluation is done objectively because it is one of the supporting values for - promoted to next grade.</p> <p>- There are limitations of the trainer and extracurricular coordinator so the principal does not hesitate to give any help such as directing students or providing motivation.</p>	<p>student characteristics and used as supporting values when increasing class.</p> <p>- The principal takes time to be directly involved during extracurricular activities and does not hesitate to help such as giving direction, reprimand or motivation for students.</p>	<p>objectively because it supports the grade increase value.</p> <p>- The principal is directly involved during extracurricular activities, to help extracurricular coordinator and the trainer.</p>
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As presented in Table 4, the dominant multicultural value in the planning process is justice, we can see it from, first recruitment of the member, every student is free to choose extracurricular according to their skill, talent, and passion. Second, the process to arrange a program for each extracurricular, in which all extracurricular coordinators make discussions to arrange schedules so that there are no colliding activities, to arrange each extracurricular event up to the selection of trainers if needed. The organization process there is equality value, we can find it on the first, extracurricular election process, every student at least must follow two activities. Second grouping system for extracurricular that have many members, all students are mixed regardless of class grade or cultural background. Diversity, tolerance, and justice are dominant values in the actuating process. The learning method implies diversity, the trainer or extracurricular coordinator realize that every student has different characteristic therefore the learning method different too. Tolerance value we find on the opportunity to the Muslim and seventh day Adventists to doing worship although the extracurricular activities while going on. Justice value implies the arrangement of the extracurricular that are preparing for competition or event by reducing or hold off the schedule of another extracurricular with an assumption every extracurricular will take a turn for competition or event. The controlling activities there are justice and loving each other. Justice can find from objective value for each student that given for promoting to the next grade while loving each other we can see from the principal's behavior to the trainer, coordinator teacher or the student. From the student extracurricular services, the multicultural value are appeared justice, equality, diversity and loving each other.

4. DISCUSSION

4.1 Library Service Management

In arranging library service management at the school, it was carried out jointly by the principal and teachers in each school year starting from evaluating the previous service and then arranging short-term programs, long-term programs, and budgets. This reflects multiculturalism because the contents of the planning material offer many people's thoughts with different points of view (Aly, 2011). Furthermore, Lawyer (2016) argues that by involving teachers in the planning process it is possible to translate knowledge, values, and skills from a variety of background perspectives so that obstacles encountered in previous services can be solved. The findings above

are hypothesized that in preparing library management, it is regulated by taking into account multicultural values in schools, this is assumed to be related to the fact that this school has hundreds of students with diverse cultural backgrounds, so the programs offered must pay attention to backgrounds behind ethnicity, Student language and culture in addition to the concept of planning must offer multicultural concepts such as justice, equality, diversity, and tolerance (Golnick and Chin, 1983). The planning process in library service management carried out by the three sites when viewed from multicultural perspectives there is equality value, these values will serve as the basis of service, each student has the same rights and obligations in using the library without discrimination.

Farmer et al. (2017) shows that organizing activities are an invisible hand, which means that principals and teachers have their strategies in managing services based on social experience. In general, direct what the person in charge must do, but at the micro-level, the person in charge has the authority to manage the service. Organizing, in this case, is done by determining the tasks that must be done, who will work, how the tasks will be grouped, who is responsible and at what level decisions will be taken. So the three sites point to a teacher as the coordinator or librarian, he will respond with library services. Organizing library services at the three sites is the responsibility of the library coordinator, this activity involves preparing staff and materials, including (1) arranging loan services, (2) providing an efficient system of material and collection services, (3) providing a system that flexible for students and groups and teachers to use the library for teaching and learning, (4) running a system that allows information resources in the form of hardware, and (5) supervising and organizing work for other library officers (Mansyur, 2015).

The finding of the organizing process agrees with Bafadal (2008) library organizations in the school include the form of services, namely open access, length of book lending, sanctions for missing books and library rules. The form of service according to the condition of the library is open access students are given the opportunity to find and choose their own books needed, the length of borrowing books, sanctions for missing books and the enactment of library rules. From this activities multicultural perspective that appeared is equality.

In this actuating process, we discuss circulation services and reference services (Bafadal, 2008). On circulation services the three sites choose open-access services, on these services appeared democracy value, where every student is given credence to choose library material according to what they need. This credence implies that the student can establish order without going through violence. On the controlling process, we discuss include (1) routine direct control, (2) functional control carried out by institutions outside the organization, and (3) individual control (Kavita, 2016). That activity implies loving each other as multicultural value. All school personnel are collaboration and integration for the development of library services, furthermore, this collaboration and integration will increase the level of multicultural understanding, advance multicultural excellence, instill cultural diversity in the community (Lan, 2011).

4.2 Guidance Counseling Services

The planning process of guidance counseling is not the same as the learning process (Hikmawati, 2010). Counseling guidance planning aims to help all the weaknesses and obstacles students will face based on the level and stages of growth. Meijers and Kuijpers (2014) state that for optimal services analysis of student needs, school situation, determination of the objectives of guidance counseling services, determination of the type of activity, determination of implementation methods, determination of activity personnel, facilities and activity costs is a must. From that opinion, to get the optimal services the school involved all teacher to arrange guidance counseling program. This activity contain equality where every participants have the same opportunity, have freedom which leads to justice (Aly, 2017). In other word, in preparing guidance

counseling process the main principle is equality and diversity. Equality is the process to arrange the product of guidance counseling services while diversity is the product, starting with the personality of the student and cultural character. The meaning that can be taken from the statement above is that guidance counseling management is arranged together by referring to the vision, mission and objectives of the school and its implementation is adjusted to the situation encountered in the sense that there are considerations between personality and cultural characters. The activity plan that is generated directly on responsive activities, individual planning and system support (Grant 2007), while basic services in classical and non-classical are not specifically done but optimize the role of teachers and homeroom in learning activities.

The organization process in guidance counseling services contains respect each other as multicultural value. The election teacher as the school counselor is a gifted teacher as a counselor it means the guidance counseling program will work well if supported by skilled, capable and expert people, (Kusmintardjo & Gunawan, 2017). In school, we can find that every school counselor has the right method to analyze the characteristic of each student so that the problem is easy to solve. Other than that they have their own method to cover the student that has personal obstacles, like timid, physical limitations and nervousness. This means that respect each other implied that.

Actuating is a concrete step in management. Implementation of guidance counseling services in the school is dominated by responsive services in the form of individual counseling and consultation so that the working mechanism is if students arrive at BK services, meaning subject teachers and homeroom teachers have not been able to solve the problems faced by students (Clare, 2018). Diversity as multicultural value appeared in this case, it can be seen from the organization that arranges by the school counselor. Firstly, the services will give after the school counselor analyze the characteristic of the student, so the method will give according to the cultural background and characteristic of the student, after that the services will be held in the special room to guaranteed student privacy, so the school counselor will fully understand about injustice, differences and achievement gaps (Hamre, et al, 2012).

Clare (2018) argued that to produce output that is equipped with knowledge, attitudes, and skills to interact with individuals who are different from themselves is teaching them to apply multicultural behavior in their work. From those states, if we related to controlling guidance counseling services produce loving each other as multicultural value. The multicultural attitude in the school is a habit, the school environment can reduce the dispute, untrusted and conflict (Potgieter, 2013). Furthermore, the controlling aim to measuring work and performance of the school counselor, based the multicultural attitude the principal, does not act like a boss but more to a friend and the other teacher too, they give priority trust and respect, so the controlling is held continuously in order for all the obstacles can immediately be restricted.

4.3 Student Extracurricular Services

Extracurricular activities must at least consider the ability of the school, the ability of parents and the environment around the school (Hermino, 2017). Extracurricular activities program as an activity for developing each student according to their needs, interests, talents, and potential (Massoni, 2011). On the planning of the services, there are two-step. First recruitment the member and arrange the activities of each extracurricular. This step contains justice as multicultural value, the recruitment is held by seeing the interest, talents, and potential of the student with tracking the distributing brochures and questionnaires (Zulkarnain, 2017). To arrange the activities the schools have two plans, long-term and short-term plans, for short-term plans of activities are setting target activities, substance of activities, implementation activities, time and place, and facility activities, in preparing plans, carried out carefully so that there is no overlap with other activities so that the

resulting planning is more mature, planned and clear (Clare, 2017). Therefore, the cooperation between the coordinator of each extracurricular is needed.

By looking at the findings of the extracurricular services of student organizations, there are two categories, macro organizing, and micro organizing. Macro organizing is organizing conducted by schools for overall extracurricular services such as determining responsible people and trainers, preparing schedules and allocating time, whereas micro organizing is carried out by each extracurricular coordinator to regulate extracurricular members (Degeng, 2013). In organizing, the dominant multicultural value is equality. Each student must participate in at least two extracurricular and extracurricular activities that have many members grouped without looking at student grades. Grouping is not intended as separation or difference but on equality for an effective and efficient learning process. Grouping is done by distributing them evenly and for students who have skills, distributed without seeing grade differences.

In the actuating process, there is a different method that applies by trainer and coordinator teacher, like group discussions, question and answer, playing and ask, and lecture (Hermino, 2018). That different method can be classified into diversity as a multicultural value because according to the finding, there is multicultural background include different characteristic and different capability. Beside that applied different method into learning aims to (1) arousing encouragement for students to be eager to learn, (2) explaining concretely the aims and objectives of learning, (3) providing rewards for each student's learning outcomes and (d) forming good habits (Uno, 2008). We can see multicultural values of tolerance in worship arrangements as Muslims can pray five times a day and go home early on Friday to worship and for Adventist Christian students on Saturdays. In the learning process, especially for extracurricular activities prepared for competitions or events, it will be a priority, by reducing or even temporarily eliminating other extracurricular activities. This is assuming, that every extracurricular activity is needed to take part in the competition and participate in the event so that it will receive the same attention from the school. From the learning process, we can see equality because the school will give the same attention to every extracurricular.

The extracurricular controlling will used as learning control, that involve teacher for the learning process and involve teacher for learning outcomes (Sudjana, 2008). For student, the score of each extracurricular will support for grade promotion, so that the way taken to assess the participation and response of students is through performance and attitude assessment must be done as fairly as possible in the sense that the teacher must be able to pay attention to individual differences such as physical, intellectual and psychological differences (Hamalik, 2008). This activity shows justice as multicultural value, although there are various ways of evaluating it, if it is associated with individual differences physically, intellectually and psychologically, teachers must prioritize justice in the sense that those who have these obstacles must be given freedom and appropriate control methods but in the assessment, it is not justified to compare the background of each the student. Controlling that involves teacher shows loving each other, it can be seen not to measure performance achievements but rather to emphasize mutual assistance. The underlying meaning of the findings is control as a tool not to measure achievements but for the sake of extracurricular development and for the good of the teacher coordinator. Control is shown by the concern of the principal to be directly involved with extracurricular activities while providing reinforcement and motivation for students and teachers.

5. CONCLUSION

Based on the finding of the study, some conclusion can be drawn, There are differences in personal and cultural characteristics to illustrate multicultural diversity in schools. Differences in personal characteristics seen from the physical aspects, aspects of achievement, aspects of emotions, social aspects, aspects of language, aspects of talent and skills and behavior. Differences in cultural characteristics can be seen from religion, ethnicity, social status in terms of work and parents' income. There are three religious that exist, namely Christianity, Catholicism and Islam and several streams of beliefs, while ethnic groups are generally diverse and different in every school, along with the research conducted can be categorized into indigenous ethnicities, a mixture of indigenous ethnicities and ethnic migrants, ethnic migrants and large native ethnic group and was born outside North Sulawesi so that his development was influenced by the ethnicity where he is growing up. The occupations of parents found were generally very diverse and with different conditions in each school, the types of work that dominated were civil servants, private sector and farmers. Multicultural behavior that appears in school activities, namely the implementation of worship, the implementation of learning and the way to using uniform.

On the management process of the library services, from the planning up to controlling services contain multicultural value, like equality, democracy and loving each other. In arrange the product of the services already involved all the teacher at the school, the teacher with many different personal characteristics and cultural background of course automatically bring idea, thoughts or point with different point of view as the product services. Furthermore, the result of product will apply to all school personal, it means no difference, both teacher or student get the same type of service. The control is doing by school principal together with library coordinator by giving priority loving each other.

On the management process of the guidance counseling services, contain multicultural value like equality, diversity, respect each other, tolerance and loving each other. The school will arrange the program into macro and micro planning. The micro planning is doing with involving all teacher and the micro planning is doing by guidance counseling coordinator more to arrange the form of services for the student with consideration the different cultural and characteristics of the student. The control is doing sustainable both for student that need guidance and the student who has problem or the services it self.

On the management process of the extracurricular services, contain multicultural value like justice, equality, diversity, tolerance, justice and loving each other. The recruitment member require every student must follow mandatory and optional extracurricular. The schedule of each extracurricular arrange together involved all the coordinator and must report to the school. Extracurricular that have many member will grouping without seeing the grade of the student. There is many kinds of learning method that gives, have opportunity for the student especially the Muslim and Adventist student to doing prayer and not get objections from other students. Every extracurricular have the same opportunity to follow the competition or just participate in the event, so for the group that will join the event will be well prepared. Student participation in extracurriculars will be considered as one of the terms for grade promotion and the principal will control sustainable by giving priority loving each other together with every extracurricular coordinator and the trainer.

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